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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** Who we are (L2) writing class | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  -Writes assigning meaning to messages **(cards)** | | | | | | **Skills:** Listening/speaking/writing | | | | | |
| **Materials: Samples of cards(Alejita has them)**t- white board and markers. | | | | | | **Grouping**  Individual  Pairs  Small group  xHalf group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  xParallel  Stations |
| **Date: Week 19**  **Jan 21 to the 25th** | | | **Time: 45 min** | | |
| **Description** | | | | | | | | | | | |
| **Opening:**  **Show the samples to the children and let them choose one for them to observe and discover. Prompt: what are these? What do we use them for? Whay are they the same? Why are they different?** | | | | | | | | | | | |
| **Main Activity:**  **(Introducing the way to write cards)**  Open up the discussion by asking: what kind of text did you observe? Are they different or the same as the stories and the interactive charts worked? Why yes or why no? Invite them to express their ideas using full sentences. Invite children to share their ideas about when and why we send cards. After hearing their ideas take one of them for example: I am going to invite a friend for my birthday as you said so what should I write on the card then. Use the white board to make you birthday card. It is important to have in mind that there can be different purposes for the cards (day-wedding-party-shower-etc.)    ***My birthday***  To: Juan  From: Claudia  Date: Jan 16  Time: 4:30  Place: Our home  Example: | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| Closing: Review with the children the different elements that a card should have (purpose-to-from-date-time-place) | | | | | | | | | | | |